

SOUTH DAKOTA'S **TEACHER EVALUATION & PROFESSIONAL GROWTH PROCESS**

Improving Teaching and Learning: A Process Approach

Recommendations of the South Dakota Commission on Teaching and Learning

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SOUTH DAKOTA
TEACHER
EFFECTIVENESS
PILOT

THE ASPIRATION: **IMPROVE INSTRUCTION AND STUDENT LEARNING**

CREATING DIALOGUE

A process that supports thoughtful, deliberate discussions focused on improving teaching and learning.

CLARITY

A transparent process to establish expectations, define roles and foster trust.

ASSURANCE

A purposeful process that creates opportunities for regular communication.

A RECOMMENDED PROCESS

State law gives school districts wide latitude to determine the process by which evaluations are conducted. Recommendations serve only as guidance.

ANNUAL

This is an annual process, even though evaluations are not required for all teachers every year.

GROWTH

This process supports a commitment to helping all teachers become better teachers.



Who will receive annual evaluations?

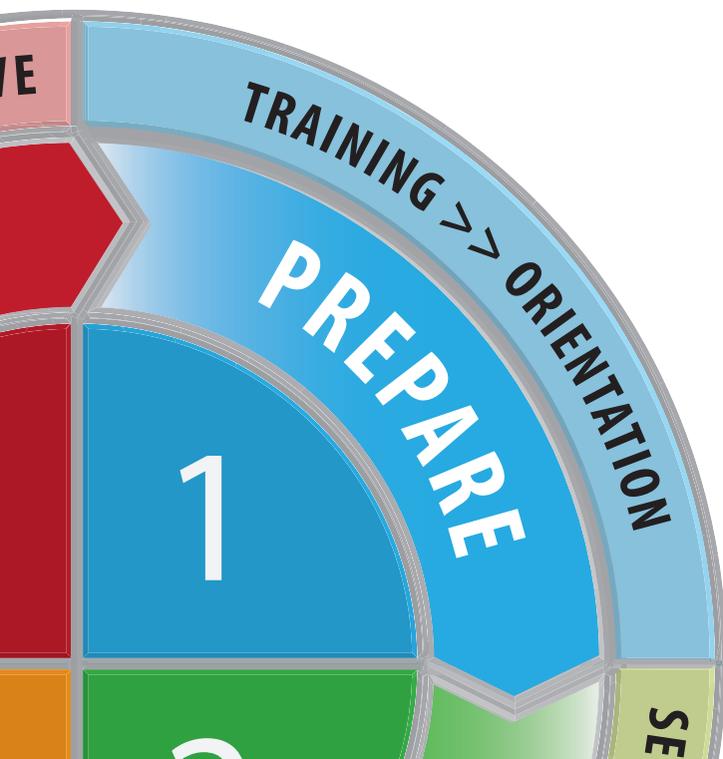
New teachers or all teachers? What are the implications?



RECOMMENDED
TEACHER EVALUATION AND PROFESSIONAL GROWTH PROCESS

THE PREPARING PHASE

Putting teachers and administrators in position to do the important work of improving teaching and learning.



PREPARE

**- STEP 1 -
TRAINING**

**- STEP 2 -
ORIENTATION**

TRAINING TEACHERS AND EVALUATORS

The recommended Teacher Evaluation and Professional Growth Process begins by ensuring all involved receive proper training.

TEACHERS

South Dakota Framework for Teaching (*Teachscape Focus*)

Using Student Learning Targets to Guide Instruction

Teacher evaluation process and procedures

EVALUATORS

South Dakota Framework for Teaching (*Teachscape Focus*)

Using Student Learning Targets to Guide Instruction

Accurately evaluate professional practice (*Teachscape Focus*)

ORIENTATION

A clearly communicated and broadly understood evaluation process that supports the creation of a common language.

REVIEW

The evaluation system is reviewed collectively to encourage active participation in the process.

CHANGES

Modifications made to evaluation measures, practices and procedures.

PHASE 1: PREPARE



When will your teachers and evaluators be ready?

Moving from experiment to implement, and committing to continuing the work.



How will you know they are ready?

Training and certification are recommended, but how often does it occur?



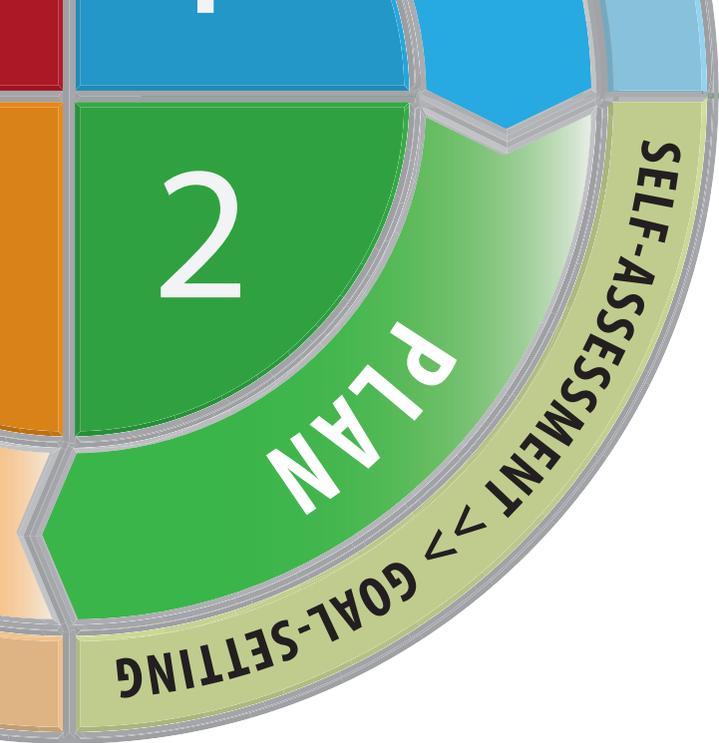
What is the plan to communicate changes?

The system will evolve with experience.



Who is responsible for what?

Defining expectations and roles for both for teachers and evaluators.



RECOMMENDED
TEACHER EVALUATION AND PROFESSIONAL GROWTH PROCESS

THE PLANNING PHASE

Teachers and administrators working together to establish professional practice and student growth goals.



SELF-ASSESSMENT

Through self-assessment and analysis of student growth data, the teacher prepares goals to serve as the basis for evaluation and professional growth.

PRACTICE

Self-assessment and reflection drives the development of professional practice growth goals.

GROWTH

Data analysis drives the development of SLTs, which establish goals for student growth.

GOAL-SETTING CONFERENCE

A face-to-face opportunity for the teacher and evaluator to agree upon professional practice and student growth goals and to discuss sources of evidence.

DISCUSS

Review self-assessment, jointly analyze student learning and focus artifact collection.

APPROVE

Professional practice goals and SLTs are approved by the evaluator.

PHASE 2: PLAN



What is the principal's role in goal-setting?

An opportunity for instructional leadership and to establish priorities.



How much time is necessary to do this work?

Adequate planning or collaboration time will be important.



Where in this process do we need supporting documentation?

Do we need development guides, discussion guides, or sign-off forms?



Who is responsible for what?

Defining expectations and roles for both for teachers and evaluators.



When can this work be completed?

Identifying dates by which all goals must be approved.



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THE PERFORMING PHASE

Gathering evidence that guides professional conversations focused on improving teaching and learning.

PERFORM

**- STEP 5 -
EVIDENCE COLLECTION**

TEACHER PORTFOLIOS

Embedded, focused evidence collection to demonstrate performance relative to non-observable components of the South Dakota Framework for Teaching.

FOCUS

Evidence collection is done by the teacher based upon agreed-upon evidence sources.

EMBED

Artifacts are produced during the everyday work of teaching.

STUDENT LEARNING TARGETS

Reinforcing teaching best-practices by formalizing a process by which student achievement data is used to set goals and modify instructional practice.

DATA

Student progress measured by data collected at least two times during the instructional period.

DRIVEN

Ongoing communication between the teacher and evaluator about the impact data has on instruction.

OBSERVATIONS OF PRACTICE

A transparent process in which qualified evaluators collect evidence relative to observable components of the South Dakota Framework for Teaching and provide meaningful feedback to teachers.

OBSERVE

A formal observation is announced and includes meetings before and after the observation.

DROP-IN

Drop-ins (walkthroughs) may be announced, but feedback is always provided to the teacher.

DISCUSS

Observation conferences may be used to discuss other evaluation measures, such as SLTs.

PHASE 3: PERFORM



How much time is necessary to do this work?

Answering questions of capacity and work load for both teachers and principals.



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Do we need observation guides, discussion guides, or sign-off forms?



When can this work be completed?

The availability of state assessment data may impact process time lines.

RECOMMENDED
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THE PROGRESSING PHASE

Evidence-based evaluations that directly inform plans for professional growth and improvement.



SUMMATIVE EVALUATION

Combining evidence from multiple measures to determine overall teaching performance and drive the development of professional growth plans or plans of assistance.

REVIEW

Agreed-upon evidence of professional practice and student growth.

EVALUATE

Determine overall performance by combining individual practice and student growth ratings.

PROVIDE

Results of the evaluation are provided to the teacher in advance of the summative conference.

SUMMATIVE CONFERENCE

Meeting face-to-face to discuss and finalize the teacher's summative performance evaluation.

DISCUSS

A comprehensive review of the evidence provided and the preliminary summative evaluation.

ADJUST

Professional judgement may be exercised or more evidence may need to be collected.

FINALIZE

A final summative teacher effectiveness rating is assigned by the end of the school year.

IMPROVEMENT PLANNING

Connecting evaluation to professional improvement through the development of an evidence-based professional growth plan or plan of assistance.

REFLECT

Consider evaluation feedback in the development of a professional growth or improvement plan.

APPROVE

A teacher and evaluator agree upon plans for professional growth and support.

ACT

Professional growth or improvement plans are put into action.

PHASE 4: PROGRESS



What are the business rules surrounding professional judgement?

Adjusting ratings may require additional guidance to ensure consistency.



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